

高中英语（上外版）必修第一册 Unit 2 Language and Culture

课时：第 7 课时 课题：Cross-Cultural Misunderstandings

课型：Critical Thinking 设计者：上海市复兴高级中学 钱陶然

一、教学设计与说明

1. 教学目标

本课为本单元的第 7 课时，核心目标为引导学生讲述跨文化交际经历并表达相关情感态度，和培养学生运用具体事例说明问题的能力。

2. 设计思路

本课从回顾单元话题知识出发，引导学生整合阅读语篇、视听语篇和词汇课作业等涵盖的文化知识，借助 bubble map，对造成跨文化交际障碍的因素进行初步整理、归纳。其次，学生就该问题展开头脑风暴，进一步构建 bubble map，拓展单元话题知识。接着，学生根据补充的图片信息讲述他人的跨文化交际故事，将抽象问题具体化，表达情感态度，培养共情能力，并在语言产出的过程中内化本单元的语言知识和语言技能；之后，学生分享自身经历，将单元话题知识迁移至新情景，分析新问题。最后，学生通过对单元封面页引言的反思，重新思考文化与语言的关系，理解培养跨文化意识的重要性。

由于项目探究（Further Exploration）板块要求学生以项目为载体，采用小组讨论和上网收集信息等形式探究同一个词在不同文化背景下的文化内涵，且最终以项目汇报形式呈现，如在课内开展，在时间和设备上都有着较大的局限性。因此本课将该板块内容布置为课后小组作业，细化了组内的任务分工，设计了活动的评价标准，以保证培养学生自主学习、合作学习和探究学习的能力。学生呈现语言产出时，将结合综合运用（Moving Forward）板块所学的写作和演讲策略，对单元所学进行梳理和巩固。

3. 重点难点

借助 bubble map，串联并拓展引起跨文化交际障碍的因素；根据图片信息，讲述跨文化交际故事，并与故事人物共情。

Lesson Plan

By the end of this period, students will be able to:

1. sort out cross-cultural communication barriers with the help of a bubble map;
2. illustrate their idea about cross-cultural communication with a story as an example based on picture clues and describe feelings;
3. gain a better understanding of the relationship between language and culture by reflecting on their real-life experiences.

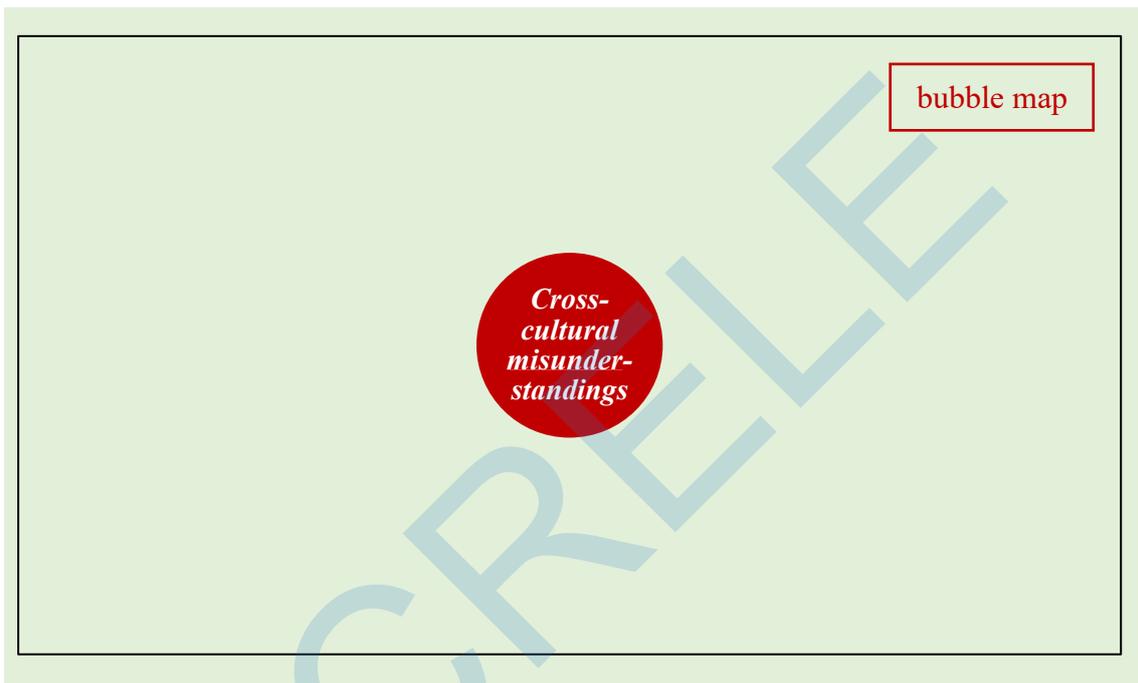
Procedures:

I. Reviewing cross-cultural communication barriers

*Teacher: Lead students to review the factors that may cause cross-cultural misunderstandings learned in the unit with the visual aid of a bubble map.

*Students: Recall the four articles in Reading, Listening and Viewing texts and the example in homework for Vocabulary Focus, and identify the cross-cultural misunderstandings mentioned in them.

Purpose: To help review the culture knowledge learned in the unit with the aid of a bubble map.



Guided questions:

1. What may cause cross-cultural misunderstandings, according to what we have learned in Reading A, the radio programme in Listening, the mini-lecture in Viewing, Reading B and homework for Vocabulary Focus?
2. Can you recall the specific examples?

II. Brainstorming cross-cultural communication barriers

*Teacher: Encourage students to come up with other cross-cultural communication barriers and think about the relationship between language and culture.

*Students: Brainstorm other cross-cultural communication barriers based on picture clues, generalize from specific examples, and add them to the bubble map.

Purpose: To extend students' understanding of cultural barriers and to highlight the crucial role of culture in communication.

Guided questions:

1. What kind of cross-cultural communication barriers can you find in the pictures?
2. Can you use a word or phrase to generalize the factors that may cause cross-cultural misunderstandings?
3. What can we learn about the relationship between language and culture from the bubble map?

III. Telling failed cross-cultural communication experiences

*Teacher: Get students to tell stories about cross-cultural communication experiences.

*Students: Pick a card with a picture on it and describe the cross-cultural experience and the feelings it entails based on picture clues, using the given structures and expressions. Share their own experiences of failed cross-cultural communication.

Purpose: To integrate the skill of telling a story and the use of prefix learned in the previous lessons, to develop empathy and to relate to students' real-life experiences.

Guided questions:

1. Can you describe to your classmates a story or an experience about cross-cultural communication based on the picture?

I am Sala from Fiji, a country in the South Pacific.

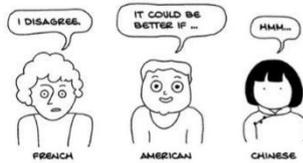
Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, I come from a country where only chiefs (酋长) can touch people on the head. However, _____

_____.

It was such a(n) _____ experience /I feel so _____.

HOW TO DISAGREE



I am Emma, an exchange student from France.

Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, now I am studying in a class full of students from all over the world. When we have difference views,

_____.

It was such a(n) _____ experience /I feel so _____.



I am Thomas, a bank manager from Germany.

Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, yesterday I went to the airport to pick up one of my new clients from Japan, but

_____.

It was such a(n) _____ experience /I feel so _____.



I am Neo from America.

Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, I met a strange Korean woman at the JFK Airport the other day, who asked me the way to the check-in counter. Yet,

_____.

It was such a(n) _____ experience /I feel so _____.

Prefix: im- un- dis- con-

Word: comfortable easy fused oriented pleased pleasant patient possible polite reasonable stressed

(Picture 3: I am Thomas, a bank manager from Germany. Lately, I've come to realize that cultural differences may lead to failed cross-cultural communication. For

example, yesterday I went to the airport to pick up one of my new clients from Japan, but when I extended my hand to him, he handed over his business card. There was an awkward silence for at least 5 seconds. We both didn't know what to do or say next. I felt so confused.)

2. Can you share a cross-cultural communication failure that you, your family or your friends once experienced?

I am _____.

_____ (When? Where?), _____ experienced a cross-cultural communication failure caused by cultural differences.

It was such a(n) _____ experience. / I/ _____ felt so _____.

3. What can we conclude from these stories? How can we become more successful in cross-cultural communication?

IV. Reconsidering the relationship between language and culture

*Teacher: Get students to read the quote at the beginning of the unit and reconsider the relationship between language and culture.

*Students: Reflect on the quote and what they have learned in this period, and gain new insights into the relationship between language and culture.

Purpose: To develop students' ability to evaluate and to see things from different perspectives.

Absolutely nothing is so important for a nation's culture as its language.

— Wilhelm von Humboldt

Guided questions:

1. What is your understanding of this quote?
2. What do you think of the relationship between language and culture now?

V. Assignments

1. **Individual work:** Finish Self-assessment on P33.

2. **Group work:**

Connotations refers to the emotional implications and associations that a word may carry, which vary among different languages. For example, the number 4 is considered unlucky by Chinese people just as 13 in the western world, because 4 sounds the same as “死”, which means death. Work in groups, choose one type of words (number, color, animals, plants) and study their connotation in both the English and Chinese language. Make a presentation about your discovery.

Task Allocation	
Student 1-4	Do research online and decide on the proper words with different connotations in the English and Chinese culture.
Student 1 & 2	Collect information about words with cultural connotations; Write a draft illustrating the cultural message of these words in both the English and Chinese language.
Student 3	Sort the collected information and put it in a table (see P32); Edit and proofread the paragraph to make sure it includes a topic sentence, several supporting sentences and writing strategies like “explaining”, “describing”, “giving an example”, “telling a story”, “defining” or “quoting”;
Student 4	Design a slide that displays the table; Make a presentation on behalf of the group and make sure it employs speaking strategies like “greeting” or “asking a question.”

Rating Scale							
Peer Assessment		Needs improvement >>>>> Excellent					Total
		4	8	12	16	20	
Group 1	1. The words they chose are typical and carry different cultural connotations.						
	2. Their presentation includes adequate and well-organized supporting sentences.						
	3. The presenter maintains eye contact, uses body language effectively and speaks at a proper speed.						
	4. Their presentation attracts your attention.						
	5. Their presentation deepens your understanding of cultural differences.						
Group 2							

Group 3							
Group 4							
Group 5							
Group 6							
Group 7							
Group 8							

Thinking Self-Assessment Checklist	
Attributes	Behaviors
Thinking independently	<input type="checkbox"/> Do I understand other team members' ideas? <input type="checkbox"/> Do I agree with them?
Clarity	<input type="checkbox"/> Do I get my thoughts across? <input type="checkbox"/> Is our written work clear in meaning?
Accuracy	<input type="checkbox"/> Have I checked out the thing(s) that the team cannot reach an agreement about? <input type="checkbox"/> Is the speech opening appropriate?
Relevance	<input type="checkbox"/> Does our written work connect with topic – without irrelevant information? <input type="checkbox"/> Does our presentation slides include too much irrelevant things?
Logical	<input type="checkbox"/> Can I spot when things don't make sense? <input type="checkbox"/> Do we rework or rewrite to make sure things flow or fit together?
Fairness	<input type="checkbox"/> Do I consider other team members' ideas and feelings? <input type="checkbox"/> Do I consider the needs of the potential audience?

3. Individual work (optional):

Cultural intelligence, also called CQ, offers a number of benefits to cross-cultural communication. Watch a silent video to learn something interesting about the concept. Write a passage with all the information included and record your narration to match the video. Pay attention to your opening remarks and pace.

(We have IQ and EQ, but what is CQ? CQ, also known as cultural intelligence, refers to a person's knowledge of cultural differences – namely, his/her ability to define culture, understand how culture affects our behavior, and recognize how culture varies from each other. Being culturally intelligent also means being mindful of differences in cross-cultural communication – that is, being aware of one's own assumptions, ideas and emotions while noticing what is apparent about the other person or culture. You are wondering if there is a checklist to make sure you are culturally intelligent?)

Sure! First, be open-minded. Second, seek information. Third, mind body language. Last, use empathy. If you manage to meet these requirements, you will then be able to succeed in cross-cultural negotiations and solve conflicts caused by

cultural differences. To sum up, we can assess a person's capacity to function effectively in different culture from the three aspects below: knowledge, mindfulness and behavior. Let me tell you why cultural intelligence is important nowadays. In the era of globalization, we travel to or work in a foreign country; we trade either privately or in a firm across the world; we communicate with people across borders or in a certain setting; and we negotiate both locally and globally. That is why we need to equip ourselves with cultural intelligence.)

SCRELE